

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2020 School Transformation Fund - Implementation**

<b>Program authority:</b>	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	July 9, 2018 to July 31, 2020	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 29, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PM 4:27 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Dilley ISD	082902	Dilley Elementary, Mary Harper MS	
Vendor ID #	ESC Region #	DUNS #	
	20	095105441	
Mailing address	City	State	ZIP Code
245 HWY 117	Dilley	TX	78017-8040
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Clinton	E	McLain, Ed.D	Superintendent
Telephone #	Email address		FAX #
(830) 965-1912	Clint.mclain@dilleyisd.net		(830) 965-4069
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Melody		Carroll	Administrative Facilitator
Telephone #	Email address		FAX #
(830) 965-1912	Melody.Carroll@dilleyisd.net		(830) 965-4069

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Clinton	E	McLain	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 965-1912	<a href="mailto:Clint.mclain@dilleyisd.net">Clint.mclain@dilleyisd.net</a>		(830) 965-4069
Signature (blue ink preferred)		Date signed	

X

Only the legally responsible party may sign this application.

5/29/18

**Schedule #1—General Information**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

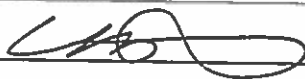
**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

X


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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For <b>Partnership Implementation</b> models ( <b>P2 Partnership</b> and <b>IMO Partnership</b> ), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For <b>New School Implementation</b> models ( <b>Reset</b> and <b>Fresh-Start</b> ) and <b>Redesign</b> , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For <b>Reset</b> , the applicant provides assurance that the campus will have new school leadership and instructional staff.

x

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dilley ISD, a 3A district with three schools serving approximately 1,000 students pre-K – 12<sup>th</sup> grade, is applying for the **2018 -2020 School Transformation Fund Implementation Grant** to facilitate and support the district's construction and delivery of a plan for bold and aggressive action as: **(1) Dilley ISD is committed** to increasing the number of students in great schools by working with a **TEA Matched Partner** to build a quality implementation of a strong transformation plan that helps us to evolve a **low-performing campus into high-performing, learner-centered, creative and flexible environment** where **Mary Harper Middle school** students thrive and **high achievement is the norm**. This **customized planning support** will be accomplished through a **Talent Transformation Implementation Model** to impact instruction while changing how we view, collect, and analyze data to meet and exceed student needs. It will assist us to change how we identify and act upon **root issues** while **empowering our teachers, students, parents, administration and the community to build lasting connections** in which to grow our craft knowledge and skills. Milestones will set the path and Critical Success factors will gauge our progress. Thus, as a result, our students Pre-K thru 5<sup>th</sup> grade students will be ready and eager for **grades 6<sup>th</sup>-8<sup>th</sup> at Mary Harper Middle School** as well as prepared for 9<sup>th</sup>-12<sup>th</sup> grade success at Dilley High school. This opportunity opens the door to **quality post-secondary experiences** at a college or in a career path of their choice, providing our students not just more, but better **options**, and **(2) All students entering Dilley ISD deserve** to leave their schools performing on or above grade level in both **reading and math** and arrive one day at their high school graduation ceremony as **highly prepared readers, writers, flexible thinkers and problem solvers, ready as the next generation of CHANGE AGENTS!** Our community, local businesses and philanthropic organizations support this proposal and rallies us to this opportunity! (Letters of Support from Dilley ISD Superintendent and The Rotary of Pearsall are on file.)

The chart below identifies how the goals of the grant relate to the demonstrated goals of Dilley ISD.

2018-19 School Transformation Implementation Grant Goals	Dilley ISD Lone Star Governance Goals (An Active Lone Star Governance Certificate is on File)
To assist LEAs with supported implementation of a school transformation model in low performing schools, to create new and improved learning environments to <b>substantially increase student achievement at Mary Harper Middle School-</b> impacting all grade levels.	<p>The percentage of:</p> <p>(1) Kindergarten students who meet "school ready" standard as measured by I-Station- will increase from 32% to 36% by 2018-19, 60% by 2023</p> <p>(2) Students who Meets Grade Level or above for all grades on state reading exams will increase- 30%-60% by 2023.</p> <p>(3) Students who Meets Grade Level or above for all grades on state math exams will increase- 25%-50% by 2023</p> <p>(4) Graduates who are considered college, career, or military ready will increase from 80%- 95% by 2023</p>

**We Developed Our Budget from Our Needs- Utilized:**

Assessments & Demographic Data	Identified What the Data Revealed	Resulting Budget Items
STAAR, benchmark results, unit tests, TPRI, course grades, quizzes and informal measures such as informal reading inventories, daily performance on math word problems, etc., and the HB5 Community Survey	Data reveals students enter Pre-K with limited early literacy skills causing significant gaps that continue into the middle school and impact reading and math success. Data shows 42% of elementary students receive RTI services as Tier 3 students and enter the middle school with skill gaps. The Dilley community supports the school efforts as evidenced by the HB5 Community Survey results.	<p>1. TEA Matched Partner to assist growth and change in effective teaching practices.</p> <p>2. Project Coordinator to forge bonds, build trust and ignite renewed love for teaching and learning for student achievement and program success.</p> <p>3. Proposed addition of a Teacher Facilitator to (a.) conduct model teaching, discussions, ideas, etc. to accelerate teacher competencies in reading and comprehension instruction, using evidenced-based strategies and (b.) to infuse strategies within the PLCs for student and program growth</p> <p>4. Middle school educational aide</p> <p>5. Grow Your Own- professional development</p>

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

All TEA requirements will be met such as identifying the particular transformation model (Talent Transformation Model) that will be planned for and used for campus improvement.

**We Developed Our Budget from Our Needs (Continued)**

<b>Assessments &amp; Demographic Data</b>	<b>Identified What the Data Revealed</b>	<b>Resulting Budget Items (cont.)</b>
TEA Accountability Summary- TEA Report Card TAPR Demographics	66% or 2 out of 3 of Dilley ISD campuses are a Priority or Focus School. <b>Mobility rate is 20%-</b> and a high migrant population has impacted scores and student and family engagement. <b>30.9%</b> of community is below the poverty line. Only 63% of community has a high school diploma.	7. Family Engagement Specialist & Attendance Coach engages families as valued partners and teaches parents to navigate the school, connecting job and education opportunities while impacting attendance, student performance. NOTE: All budgeted items <u>supplement</u> funding streams to better unify and address the needs of our students.

The **needs assessments** for Dilley ISD were designed by a team who gather input annually from teachers, administrators and community stakeholders. The HB5 Community Survey is sent out to all stakeholders for continuous feedback and program improvement. All survey results are available to the public. The **management plan** will be overseen by the District Transformation Implementation Team which includes a Project Coordinator, principals, instructional coaches, the Family Engagement Specialist/Attendance Coach and the Superintendent for quality assurance, updates and needed revisions. Feedback from teachers, parents, staff, and the community will be actively sought. We will evaluate our program through **formative data** such as unit tests, benchmarks, quizzes, grades, etc. and **summative data** such as STAAR results for 3-8<sup>th</sup> in reading and math. Quantitative data such as attendance can be monitored daily and will produce trend data we can proactively act upon. Qualitative data will be gather such as student and parent surveys to help us keep a pulse on the program. This application addresses **all Statutory Requirements** to include strict adherence to the **Fingerprinting Requirement** and developing a school improvement plan for the Focus Campus, Mary Harper Middle School with the valued assistance of the **TEA Partner**. The team will **monitor schools receiving Title I, Part A funds** to ensure grant compliance and that no program is supplanted. Funds will be used to supplement or enhance program activities. We will implement corrective action when and where needed. In addition, the team will use a rigorous review process to recruit, screen, select, evaluate any external partners as well as align other federal state and local resources to carry out activities supported by the grant funds. The team will also assist with ensuring evidence-based strategies such as "blended learning and coping models" are employed along with operational flexibility, such as the use of an added prop or material to supplement learning for optimum student growth such as using a pioneer's diary to increase understanding or inviting a history reenactor to visit the classroom which might mean a change in scheduling. To assist planning and implementation of the Dilley ISD Transformation Program, an advisory council would be formed with representatives from all stakeholder groups to include administration, parents, local businesses, our TEA Matched Partner and reps from any external partners we include as well as the external evaluator. As we close this section of our application, know that each step of this grant planning process has been written with the implementation grant firmly on our minds and in our hearts. We recognize that a bold and aggressive change in how we think, plan and act will help us to better serve our students and families. The implementation of a model/lab classroom through the guidance of the TEA Matched Partner, will help teachers to see and learn from best practices in action how our vision for improvement can come alive and shape our ability to impact positive and lasting change for the children of Dilley ISD. An artist picks his medium carefully, plans the right light to capture his chosen image and prepares his brushes and paints. But it is not until those carefully calculated and thoughtfully planned brushstrokes stream across the canvass that an artist feels truly alive. Our canvass is the classroom and our light is the light from students' eyes as we successfully mold lifelong learners together. Our chosen image is our own Pre-K3 children on their graduation night being cheered on by their self-actualized and supportive parents, teachers, and community as they step across the stage and into their futures-eyes bright and career and college ready!

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$209,000	\$0	\$209,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$72,000	\$0	\$72,000
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$0	\$15,000
Schedule #10	Other Operating Costs (6400)	6400	\$4,000	\$0	\$4,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$0	\$0	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$300,000</b>	<b>\$0</b>	<b>\$300,000</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	0	0	\$0
2	Educational aide (Middle School) part- time	1	1	\$8,000
3	Tutor	0	0	\$0
<b>Program Management and Administration</b>				
4	Project director	0	0	\$0
5	Project coordinator (Two years of funding)	1	0	\$120,000
6	Teacher facilitator (Middle School Focus)	0	1	\$30,000
7	Teacher supervisor	0	0	0
8	Secretary/administrative assistant	0	0	0
9	Data entry clerk	0	0	0
10	Grant accountant/bookkeeper	0	0	0
11	Evaluator/evaluation specialist (see contracted services)	0	0	0
<b>Auxiliary</b>				
12	Counselor	0	0	0
13	Social worker	0	0	0
14	Community liaison/parent coordinator (Family Engagement and Attendance Coach)	1	0	\$35,000
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				
16				
17				
18				
19				
20				
<b>Other Employee Positions</b>				
21	Title	0	0	0
22	Title	0	0	0
23	Title	0	0	0
24	Subtotal employee costs:			\$193,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$16,000
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$16,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$209,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 082902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$30,000
2	Instructional Coaching	\$8,000
3	External Partner (TBD- College or university assistance)	\$10,000
4	Grow Your Own (Professional Development- master's degree courses)	\$20,000
5	Evaluator	\$4,000
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$72,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$72,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 082902		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$15,000
<b>Grand total:</b>		<b>\$15,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 082902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$2,000
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$2,000
<b>Grand total:</b>		<b>\$4,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 082902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2		0	\$0	\$0
3		0	\$0	\$0
4		0	\$0	\$0
5		0	\$0	\$0
6		0	\$0	\$0
7		0	\$0	\$0
8		0	\$0	\$0
9		0	\$0	\$0
10		0	\$0	\$0
11		0	\$0	\$0
<b>66XX—Software, capitalized</b>				
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
18		0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19		0	\$0	\$0
20		0	\$0	\$0
21		0	\$0	\$0
22		0	\$0	\$0
23		0	\$0	\$0
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
28		0	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	MS. = 154	MS. = 69.7%	Dilley's population is 30.9% below poverty level.
Limited English proficient (LEP)	MS. = 2	MS. = 0.9%	63% of Dilley residents graduated High School.
Disciplinary placements	MS. = 5	MS. = 2.1%	3.0% residents have a bachelor's degree
Attendance rate	NA	Dist. = 95.4% State = 95.8%	Sample issue: parents pick up their children early when one sibling has a doctor's appoint., etc.
Annual dropout rate (Gr 9-12)	NA	0.6%	41.2% Dilley graduates complete 1 year of college without remediation- State level is 55.6% Closest College is Southwest Texas Junior College which is 52 miles away in Uvalde, Texas
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	MS. = 8.8	MS. = 43.7%	Middle School-almost half have significant experience
6-10 Years Exp.	MS. = 4	MS. = 20.1%	Middle school has more teachers w/ 6-10 yrs. experience
11-20 Years Exp.	MS. = 3.1	MS. = 15%	Small percentage of teacher with 11-20 yrs. exp.
20+ Years Exp.	MS. = 1.2	MS. = 6.1%	MS teachers have predominantly 1-10 yrs. experience
No degree	MS. = 0	MS. = 0%	
Bachelor's Degree	MS. = 12.3	MS. = 61.2%	Teachers predominantly have a bachelor's degree
Master's Degree	MS. = 7.4	MS. = 36.5%	MS. Has 3.6 out of every 10 teachers= Master's
Doctorate	MS. = 0.5	MS. = 2.2%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
NA	NA	NA	NA	NA	NA	NA	79	71	71	NA	NA	NA	NA	221

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
NA	NA	NA	NA	NA	NA	NA	4	3	3	NA	NA	NA	NA	10 (22-1 student to teacher ratio)

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Process:** The Transformation Implementation Team at Dilley ISD has met multiple times to look at different types of data and identify the big issues and then deconstruct those down to the root issues with instruction. We believe our Talent Transformation Model's implementation will dramatically improve the quality of instruction. We had a list of needs and then we used those prioritized needs for each campus to identify our budget items. For the planning purposes of this grant, the team looked at several data sets for the proposed campuses (Dilley Elementary Pre-K-5<sup>th</sup> and Mary Harper Middle School (6<sup>th</sup> – 8<sup>th</sup>)). Once the data were examined, and root issues identified, the results were prioritized.

Campus	Data Examined	Prioritized Needs
Mary Harper Middle School (6 <sup>th</sup> -8 <sup>th</sup> ) designated a 2017-18 Focus Campus	<p><b><u>Quantitative- Achievement</u></b> TAPR- STAAR data Historical Rtl Data- Demographics Attendance</p> <p><b><u>Qualitative: Stakeholder Feedback</u></b> Principals' Feedback Teacher Feedback Instructional Coaches Feedback Community Survey</p>	<p><b>Note: A TEA Matched School Transformation Partner will support our bold and aggressive plan to improve student achievement.</b> This support will help build a proactive student-centered system dedicated to student, teacher, family, and program success.</p> <ol style="list-style-type: none"> <li>1. Improve reading and math instruction/student performance on formative and summative measures for grades Pre-K – 8<sup>th</sup></li> <li>2. Increase quality/quantity of PLC meetings so teachers can shape, refine and plan for targeted student improvement, grow craft knowledge together, better understand data and shape their teaching based on student needs.</li> <li>3. Provide opportunities for more in-depth professional development in reading/math as well as certifications.</li> <li>4. Develop a comprehensive Family Engagement program to serve families, build support systems within the community and increase attendance while decreasing mobility rates.</li> </ol>

**Reason for Selection of Campuses:****Reason for Selection of campuses:**

Mary Harper Middle School was a Priority Campus in 2014-15 and Improvement Required in 2015-16 and is now a Focus School in 2016-17.

Note: 66% or 2 out of three of Dilley ISD schools (1 priority elementary and 1 focus middle school) are struggling and this indicates a significant number of Dilley ISD teachers need substantial assistance to grow their talent through the model to impact student achievement at all levels, especially at the middle school - which is at the center of this implementation plan.

**Resources:****Dilley Lone Star Governance Goals**

- G1:** The percentage of students in grades K-3 who are reading on or above grade level on multiple measures will increase from 50% to 75% by the end of school year 2023.
- G2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will increase from 30% to 60% by the end of school year 2023.
- G3:** The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 25% to 50% by the end of school year 2023.
- G4:** The percentage of students graduating from Dilley ISD who are considered college, career, or military ready will increase from 80% to 95% by the end of school year 2023.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students enter Mary Harper Middle school with <b>significant literacy gaps</b> . The lack of experiences relates to the documented 30-million-word gap they start school with and the high mobility rate that exists for students of poverty. Without targeted literacy intervention prior to and upon entering 6 <sup>th</sup> grade, the gap grows, causing misperceptions, lower standards, and missed opportunities to accelerate learning to negotiate expository texts and thus perpetuates failure and poor teaching practices.	<b>Dilley ISD would, in partnership with the TEA Matched partner, and the selected college/university/Service Center partners develop a "coaching model" to build exemplary teaching in a model classroom to provide increased opportunities to grow understanding of close reading of expository texts, for example- how seven common structures of text, i.e., cause/effect, explanation, procedural, etc. are used by effective readers to improve comprehension-accelerating readiness for high school and college reading requirements while raising achievement.</b>
2.	There is no district level community education program, no parent center or comprehensive Family Engagement program to focus on families long-term. Math Nights/Literacy nights provide snapshots of how to help children at home. Many parents do not know how to navigate or are leery of the school. Only 63% of the population has a high school diploma. Mobility rate is 20% at Dilley Elementary. High absences equate to lower performance (Ready,2010).	<b>Dilley ISD would, in partnership with the TEA Matched partner and along with selected college/university partners develop a comprehensive Family Engagement program to serve families, help parents learn how to help their children at home while building support systems within the community that will increase attendance while decreasing high mobility rates to positively impact student achievement. GED/ESL/College prep classes and Employment searches assist families in need.</b>
3.	Teachers are inundated with student data and need assistance to quantify and qualify different data streams. For example, a teacher gives a quiz on main idea or multiplying fractions as a formative measure. If a significant number of students do not pass it, the teacher decides to reteach the same unit. By taking time to use data to identify "root issues", teachers can use fluid grouping, peer conferencing, coping models to align instruction to targeted student needs while discussing and setting performance goals together.	<b>Dilley ISD would, in partnership with the TEA Matched partner and along with selected college/university partners improve reading and math instruction/student performance on formative and summative measures for grades 6<sup>th</sup> – 8<sup>th</sup>. This partner will assist with evidenced best practices such as blended learning, student conferencing and peer conferencing to guide teachers to accelerate student learning by identifying underlying causes and addressing ting those issues in fluid groups to accelerate learning and student success.</b>
4.	Professional Learning Communities (PLCs) in Dilley ISD meet every week or two weeks with planned sessions that are designed to target instruction and achievement. There is little time for teachers to discuss, grow, and know together as a team because they have been able to share data and glean from data new insights on how to reach certain students to accelerate their growth. Teacher reps would serve on the Transformation Program Advisory Council.	<b>Dilley ISD would, in partnership with the TEA Matched partners and along with selected college/university partners increase the understanding and importance for quality and frequent PLC meetings so that teachers can discuss, shape, refine and plan for targeted student improvement activities. In addition, they grow craft knowledge together as they discuss, build better understanding of data and shape their teaching based on student needs and growth.</b>
5.	Dilley ISD's rural location causes over 40% of the faculty to commute from San Antonio and other surrounding towns. This makes professional development opportunities difficult. Sessions could be offered after school on selected days as well as on-line with a certificate or course credit upon completion.	<b>Dilley ISD would, in partnership with the TEA Matched partner and along with selected college/university partners assist teachers and administrators to receive in-depth, targeted professional development in reading and math instruction across the school year to increase their teaching capabilities as well as their capacity to grow in effective strategies to engage, monitor and assess learning. Opportunities to receive certifications will inspire teachers and instill a sense of pride in their achievement.</b>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dilley ISD Transformation Program Coordinator	The Project Ignite Coordinator, in coordination with the Dilley ISD Superintendent, will oversee the implementation program on a daily basis. This person should have a bachelor's and Master's in education with at least 5 years teaching experience. He/she should be familiar with data types, purposes, collection methods, procedures, analyzing and the use of data for teaching improvement and maxed student learning. This person should be able to articulate the goals of both the planning and the implementation of the grant funds and understand fully that this program enhances existing programs (supplements).
2.	Family Engagement Specialist/Attendance Coach	The Family Engagement Specialist (FES) and Attendance Coach serves the team as a catalyst to open doors to new levels of appreciation for parental support. He/she will engage parents in on-going coaching sessions for reading and math activities to take home and use with their children to foster positive early literacy and math skills. The FES/Attendance Coach will work with families to provide needed resources to lower the mobility rate and to increase attendance rates and oversees Parent Center, GED/ESL, workforce classes, etc. Experience in social work, a bachelor's degree and teaching experience is desired.
3.	Contracted Instructional Coach	The contracted instructional coach will serve the team as the link to ensuring best practices in classrooms by developing partnerships with teachers to "hone" their craft knowledge. On-going training in teaching for understanding, accelerated instruction, and high expectations will be a "win-win" for all.
4.	Teacher Facilitator	The Teacher Facilitator should be a highly qualified teacher with at least a bachelor's degree and have or be in the process of completing a Master's in Curriculum & Instruction with a Reading Specialist Certification. This person should have middle school teaching and leadership experience and be well versed in best practices as well as understand the pressures of poverty and working with a highly mobile community.
5.	Middle School Educational Aide	The Educational Aide must meet at least Texas Education Agency Educational Aide I Requirements that include being a high school graduate or holding a General Education Development (GED) certificate, have experience working with students or parents as approved by the employing superintendent. Experience in working with middle school students is preferred.
6.	Contracted External Evaluator/s	The contracted external evaluator/s will monitor program implementation, review attendance and achievement data, identify potential issues, alert the team of problem areas and complete all grant evaluation reports. The evaluator will report to the Project Coordinator and the Superintendent often and the Transformation Program Advisory Council on a monthly basis. (The contracted evaluator will not have participated in the writing or construction of this grant application.)
7.	Tutors	Tutors will preferably be Dilley ISD graduates who are in the process of or enrolled in college and aspire to become a teacher. Tutors will work under the supervision of the campus principal, Instructional Coach and the classroom teacher. Training will be provided and will be on-going. A small stipend from local funds will be sought for compensation.

NOTE: POSITIONS REQUIRE SUCCESSFUL BACKGROUND SCREENING AND FINGERPRINTING

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Dilley ISD staff, with the assistance of TEA Matched Partner, implements a bold, aggressive Talent Model strategy to improve teaching and learning environments to increase student achievement	1.	Identify perceived issues causing low scores.	07/09/18	05/31/20
		2.	Use data to dispel myths & blame for low scores	07/09/18	05/31/20
		3.	Back design to uncover gaps/issues in instruction.	07/09/18	05/31/20
		4.	Match best-practices raise scores, bridge gd levels	07/09/18	05/31/20
		5.	Provide Dilley teachers opportunities to observe best teaching practices at 6 <sup>th</sup> - 8 <sup>th</sup> grade in action, to discuss, plan and apply best practices to their own student needs, evaluate, improve and increase student learning, raising scores, using both formative and summative data while bridging grade levels to ensure students reach the required levels to graduate career, college, and military ready.	07/09/18	05/31/20
		See Dilley ISD Lone Star Governance Goals in the Executive Summary			
2.	Dilley ISD's program models effective teaching skills, impact reading achievement pk-12	1.	Reader's Response use digital journals, book clubs	07/09/18	05/31/20
		2.	Infuse reading and writing, author's corner, etc.	07/09/18	05/31/20
		3.	Access to high-interest materials, use student choice	07/09/18	05/31/20
		4.	Peer readings/discussions/share nonfiction strategies	07/09/18	05/31/20
		5.	FES/staff collaborate ideas for use at home rdg/math	07/09/18	05/31/20
3.	Dilley ISD's Family Engagement program, serves families and increases student attendance	1.	Parents attend on-going literacy sessions with FES	07/09/18	05/31/20
		2.	GED, workforce sessions, career building assists	07/09/18	05/31/20
		3.	Parents learn to use multiple sources such as digital reading & math programs at home for kids.	07/09/18	05/31/20
		4.	PACT sessions connect parents to classrooms	07/09/18	05/31/20
		5.	Parents feel appreciated/united as a team w/teacher and district- supporting good attendance	07/09/18	05/31/20
4.	Dilley ISD will improve reading & math outcomes via effective teaching & use of formative & summative data	1.	Formative/summative data informs instruction	07/09/18	05/31/20
		2.	Formative/summative data shapes our thinking	07/09/18	05/31/20
		3.	Formative/summative data addressed in fluid groups	07/09/18	05/31/20
		4.	Formative/summative data ID's root issues/trends	07/09/18	05/31/20
		5.	Achieve Met Standard on Texas Accountability Measures for reading and math for ALL students	07/09/18	05/31/20
5.	Dilley ISD will increase quantity quality of PLCs meetings to increase teacher efficacy & student achievement	1.	PLCs plan 3X weekly using data to improve scores	07/09/18	05/31/20
		2.	Identify data that is formative/summative & uses.	07/09/18	05/31/20
		3.	Use data from STAAR scores to back design	07/09/18	05/31/20
		4.	Use data to design fluid grouping/coping models	07/09/18	05/31/20
		5.	Use data conferences with students to raise scores. Focus on root issues to raise student achievement.	07/09/18	05/31/20
6.	Dilley ISD will increase quality professional develop sessions for staff in reading/math & college courses.	1.	Cross-age tutoring models increase learning time	07/09/18	05/31/20
		2.	Blended learning grows student choice/path/place	07/09/18	05/31/20
		3.	Use effective school models, polish our changes, Book Study-"Improving Schools from Within" (Barth)	07/09/18	05/31/20
		4.	Use effective schools to improve culture and climate	07/09/18	05/31/20
		5.	Effective use of data to grow successful schools	07/09/18	05/31/20
		6.	Provide on-campus/on-line master's Degree classes	07/09/18	05/31/20

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently grade levels meet to discuss issues and to brainstorm for ideas to improve results, lower discipline referrals, and increase attendance rates.

Current Process & Procedures In Place	How Plan for Goal Attainment is Adjusted (What we want to accomplish)	How changes are communicated to Stakeholders (administrative staff, teachers, students, parents, community)
1.PLC Meetings Every 2 weeks  2.Faculty meetings discuss scores and data  3.Planning sessions before school starts to address general issues and academic goals  4.Planned Grade Level Meetings  5.Communications are also through emails that go out to the faculty	1. PLC meetings are planned and cover specific items the Instructional Coach, Principal and teachers have determined as necessary. There is little time for observations of instruction, student reactions, behavior, etc. that teachers really want to share and learn from. At this point, it is not a place to bond to the common goal of student success while growing through effective exchange of ideas due to the current structure, limited meetings, inability to share craft knowledge together regularly. 2. Feedback from teachers is welcomed, and leads to some professional discussions, but time is limited currently. 4. Discussion of classroom techniques that worked is crucial to professional growth and a true marketplace of ideas. 5. Discipline issues and discussion of issues is also limited. 6. Time to discuss and develop ideas to increase attendance and decrease mobility in the community is limited. Plans are adjusted as beginning of year data is modified after unit tests and benchmarks occur. Groups are adjusted and RtI is also adjusted as scores are discussed.	1.Changes to policies are Board approved and communicated through the Superintendent and postings on the district website.  2.Newsletters -electronic  3.Superintendent's Message  4.Board Meeting Agendas posted on website 5. District meetings with the community, i.e. Safety Committee Meeting, District Site-Based Committee Meeting 5. The Mayor of Dilley teaches Spanish at the high school.

Dilley ISD looks forward to working with the TEA Matched Partner and any external partners to transform this current process into a student-centered, powerful time for feedback and continuous improvement that will markedly improve reading and math instruction/student performance on formative and summative measures. We look forward to creative ways to increase the quality/quantity of PLC meetings, so teachers can shape, refine and plan for targeted student improvements while growing craft knowledge together. We want to better understand data and the use of data to shape teaching based on student needs. Opportunities to learn from other school districts with successful and innovative PLCs would be very valuable. Like anything else in education, they long to know "What does an effective PLC look like, feel like, sound like, etc." In addition, we want/need opportunities for more in-depth professional development in reading/math as well as opportunities to obtain certifications and earn higher degrees.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Ongoing Efforts:** The Transformation Implementation Team has met numerous times in planned sessions and in phone conferences to discuss the goals of the grant, and the activities that need to be in place to meet the goals. The team is still at the stage of feeling a little overwhelmed due to the enormity of this task. We welcome the assistance of the TEA Matched Partner and the assistance of additional proposed partners such as The University of Virginia and ESC Region 20 to assist us in these crucial beginning stages and implementation phases. The team does not want to just "tinker" with solutions, the team wants a bold and comprehensive approach that systematically looks at issues and assists the team in peeling back the layers and uncovering root issues. We want to include planning for transition models and a focus on the middle school so that teams are building together a strong instructional approach across-grade levels and across campuses while truly connecting our work, so students have a better chance of succeeding at each transitional level. A team of trained consultants will be utilized to assist in these efforts for the implementation program. We feel it is important for fifth grade students leaving the elementary school and heading to middle school to have attained proficiencies in reading and math in order to be successful and ready for the higher level of classes. We hope to form a "bridge" model from this experience that can also be employed at the 8<sup>th</sup> grade level, preparing students to enter 9<sup>th</sup> grade with necessary skills to succeed in high school courses and beyond. We want a model classroom where teachers can see effective instruction in action. They can team teach, learn from each other and take back to their PLCs the skills learned, spreading effective teaching at every turn. We want them to take back to their classrooms skills that reignite learning for all students. This bold and comprehensive redesign is going to be a game-changer!

**Sustainability:** The sustainability planning efforts are already underway as there is nothing worse than to offer a community positive resources and then to take them away when grant funding ends. So, sustainability is always in the planning. An example of planning for sustainability is planning for a Family Engagement Specialist/Attendance Coach to work with families and to empower them to help their children at home while joining us as partners in improving attendance by ensuring that their child is at school at least 98% of the time. This is a great step towards sustainability as when a program is embraced by the community, the Board is in a better position to continue funding the program. The average age of community members is 26 and there are a lot of young families who need assistance to provide a great start in early literacy for their children. Coupled with on-going coaching sessions to empower parents to be able to help their children with reading and math skills for learning at home, connects parents in positive ways to the school and extends the school day into the home with their parents as our all-important partners in their child's learning and school success. In addition, to keep the positive momentum going, other grants will be sought to provide other resources for parents and families. Such grants include seeking the next cycle for the 21<sup>st</sup> Community Learning Centers Grant for a great opportunity to extend learning seamlessly into afterschool programs that **supplement** the regular day program by enhancing academics with afterschool clubs, i.e., the book club, school newsletter, cyber safety club that bring real-world skills into the school, afterschool. This grant has a wonderful opportunity to include families and could sustain the Family Engagement Specialist. Planning for sustainability will be on-going.

**Commitment:** This is a unifying point: Most teachers and administrators have voiced concern that Mary Harper Middle School is a Focus Campus. They are saddened but have expressed a shared resolve that springs from a sense of responsibility to take actions that will make a difference for this district's children and their families. The Superintendent of Dilley ISD is just as determined that the team must work together to "right" this outcome. A new elementary principal was hired last year, and teachers are troubled, but driven to be ready to be a part of a team for success for all as children move across grade levels. Parents have expressed regrets that the school is suffering as they feel it as well as their children whose education is suffering the consequences. The rallying point is that here in Dilley ISD, there is a shared feeling of commitment to effect **deep and lasting change** that all stakeholders will benefit from, for years and generations to come.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	External Evaluator analyzes informal data (surveys, sign-in sheets, observations.) as well as formal data (attendance rates, benchmark results in reading and math etc.)	1.	100% of administrators, teachers, staff will attend all grant trainings, follow grant objectives and goals, and the guidance of the TEA Matched Partner
		2.	100% of teachers, administrators will follow uniform data entry methods
		3.	100% of teachers/admin. will follow Transformation Implementation Plan and TEA Matched Partner guidance in the design and delivery of student learning activities, documenting and reporting activities and the resulting achievement in PLCs and in meetings with administration.
2.	Student Surveys / Informal	1.	100% of survey results will be shared with Advisory Council 3x year (BME)
		2.	100% of survey results for improvement addressed by program Coordinator, the Implementation Team, the superintendent and the TEA Matched Partner who will collaborate to problem solve for proactive solutions for indicated areas needing improvement and celebrate successes as also reported in the survey findings.
3.	Parent/Teacher/Admin/ Staff Surveys Informal	1.	100% of survey results will be shared with Advisory Council 3x year (BME)
		2.	100% of survey results will be addressed by the Transformation Planning & Implementation Team in partnership with the Advisory Council to address problems and to grow more success where growth has been indicated.
		3.	100% of survey results will be shared w. families/community/ admin. 3x yr. through program website at the district level, newsletters, email blasts, etc.
4.	Grades, Attendance, Behaviors Formal- External Evaluator analyzes data, creates report	1.	100% of data results addressed with Transformation Planning & Implementation Team monthly and as needed to proactively address issues. PLCs monitor results and plan accordingly.
		2.	100% of data results are examined for "root issues" and addressed proactively to achieve positive results and accelerate student learning.
		3.	100% of results shared with FES/Attendance Coach who will plan interventions and work with families on identified needs, ie., such as developing a "Parents Quick Reference Guide to 3 <sup>rd</sup> Grade Math" to address such skills as multiplying fractions, including tips for helping their children at home.
5.	Benchmark Scores, STAAR, subject grades- formal, both formative and summative  Dilley ISD Lone Star Governance Goals	1.	Kindergarten students who meet "school ready" standard as measured by I-Station- will increase from 32% to 36% by 2018-19, 60% by 2023
		2.	Students who Meets Grade Level or above for all grades on state reading exams will increase- 30%-60% by 2023.
		3.	Students who Meets Grade Level or above for all grades on state math exams will increase- 25%-50% by 2023
		4.	Graduates who are considered college, career, or military ready will increase from 80%- 95% by 2023
6.	Teacher Walkthroughs	1.	Teachers will employ effective strategies as modeled and observed
		2.	Teachers will employ evidenced based strategies, i.e. blended learning
		3.	Teachers use data in PLCs to collaborate, plan, evaluate, improve teaching
		2.	Teachers use fluid grouping to accelerate student learning
		3.	Teachers employ student conferencing and peer tutoring for improvements

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Data Collection:** The Contracted External Evaluator will have demonstrated expertise in school Transformation design and implementation programs. The evaluator will ensure that analyses of data collected is shared and understood by all stakeholders. Project personnel must all be knowledgeable of the processes that must be adhered to for the data to be meaningful. For instance: the attendance data is of extreme importance to student achievement and ultimately, the grant. We know the program is working if students attend regularly since previous attendance rates lagged. So, attendance must be emphasized by all team members and monitored closely to address problems early so as not to let attendance and thus student achievement, grades, etc. suffer. Data must be reliable for the appropriate improvements to the program to come to fruition. Accountability for correct data is a shared responsibility and will be discussed in trainings before the program starts, at every meeting and at each Advisory Council meeting. Findings from the data will be used to strengthen the program because we will act upon the data to for program improvement. The key to improving the program is through discussion and ownership of the problem by all parties. Then, when we are successful, we all share in the joy of good instruction and student achievement, grades, attendance, etc. To that end, we will make public the results of the external evaluators by doing the following: (1) Results will be discussed with staff and then the Advisory Council with recommendations from all parties discussed and a plan generated and deployed for improvement. In areas that we are doing well as a finding of the evaluators, we will learn how to strengthen those results to achieve even better scores in reading and math and student and family success. (2) Results from the surveys will also be made public by reporting those results to the Dilley Board of Trustees in a specified Board Meeting. (3) Results from the formal and informal data can be used as building blocks to refine and improve and strengthen the program- it is a shared responsibility with the success of students and families at stake.

Process for Collecting Data Sets	How Problems with Project Delivery Identified & Corrected
<b>Student Academic Data:</b> Scores from Unit Tests /Benchmarks are planned events, with score reports posted on AWARE. Report card grades are not public; however, report cards are able to be viewed through the Parent Portal by using the student ID number. Report cards are mailed out to parents.	All of the following will be done in coordination with the TEA Matched Partner who assists with our model (Talent Transformation Model) as data will be the pulse, gauging our progress. 1. The Transformation Planning & Implementation Team will regularly review data regularly and formally each six weeks from grade-level committees that will be formed for RtI progress and TIER information, attendance, subject grades, benchmark and unit testing grades, etc. The team will discuss progress in low performing areas, high performing areas and assist with identifying "root issues" to expedite remediating the problem. Each team member is part of a PLC and will be a conduit to exchange and bring back information, concerns, achievements, etc. to the team. 2. An Action Plan will be drafted to address 1-2 KEY underlying root issues and will be presented at Faculty Meetings with a timeline and 1-2 objectives to be addressed. This information will filter down to PLCs who will address how improved teaching strategies can address problem areas, plan an intervention, deploy and review results and report to the grade-level committee who will in turn report to the Transformation Planning & Implementation Team.
<b>Student Attendance: Formal Data</b> Attendance is available in PEIMS data	
<b>Program Level Attendance in Activities:</b> Students participating in afterschool activities such as Student Council, Girl Scouts, Boy Scouts – Attendance is taken by program leaders and shared overall with the superintendent. External Evaluator analyzes informal data (surveys, sign-in sheets, observations, etc.) as well as formal data (attendance rates, benchmark results in reading and math etc.)	

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 082902

Amendment # (for amendments only):

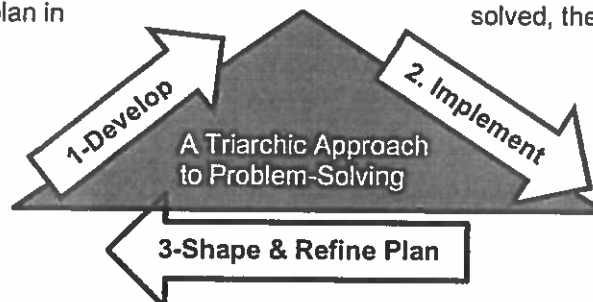
**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Implementing School Support and Improvement Activities**

1. Mary Harper Middle School and Dilley Elementary are both struggling schools in Dilley ISD and are seeking through this grant, funding to employ the professional services of a renowned university partner, such as the University of Virginia, or ESC Region 20 to partner with us and our TEA Matched Partner in the development and implementation of a targeted school improvement plan. Therefore, the planning phase is key to building a bold and comprehensive plan for implementation. If we fail to plan, we plan to fail, to paraphrase Steven Covey. Dilley ISD, their teachers and their families have had enough failure.
2. The Transformation Planning & Implementation Team has utilized data in conjunction with open dialogue to let committee members talk, get their feelings out, voice their frustrations, and develop an atmosphere of a "safe place" to discuss issues. As this enables the group to continue to move away from blame and take a hard look at the problems and realize problems are not a death knell, but rather opportunities ready to be embraced to make Mary Harper Middle School a better place for children, teachers, administrators, and parents to learn and grow within. In short, it is about "taking stock", stepping back from the situation and seeking to understand what each problem is down to the "root issue/s" before discussing strategies. Just stopping to "**think about one's thinking**" is an important step in the right direction. Below is an illustration of the problem-solving model used in the example to follow. (Adapted from R.J. Sternberg (Triarchic Thinking, 1997):

**1. Develop:** Grow understanding of the problem by identifying the root issues. Develop a strategy plan in PLCs to address issue.

**2. Implement:** Match the strategy to solve root issue. If the issue is solved, the correct root issue was



**3. Shape & Refine Plan:** If the implementation of the activity worked, one can continue to monitor while moving on to the next issue. If the issue is not resolved the next step is to refine, reshape thinking, and apply or tweak strategy; truly shaping our learning.

This process will allow us to **think boldly and aggressively** in the implementation of our Talent Transformation Model as we move to inspire good teachers to become great teachers who will meet or exceed the Dilley ISD Lone Star Governance Goals. **Example Activity:** The FES/Attendance Coach attends a PLC and finds attendance issues that she needs to assist with families to raise achievement while lowering absenteeism in our schools. The mobility rate is 20% and the poverty level is 30.9%. With this data, the FES/Attendance Coach can uncover as she works with families the common issues facing them. If it is a lack of job opportunities, he/she may discover certification training or plan for GED attainment if that is standing in the way. Texas Workforce representatives can be brought in to plan with families in our program sessions. GED/ESL classes can also be taught on site through partnering with ESC Region 20. This is an ongoing process that will be shaped, refined and shaped again as we travel this journey to success. Understanding what root issues are and acting upon them will keep us on the path to achieving student-teacher-family success.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination with the business office, department heads and administrators will assist planning/implementation by:

1. Dilley ISD Superintendent will work with the Mary Harper Middle School Principal and the district business office to reinforce that no federal funds are to be supplanted by this grant. All Title 1 funds will be distributed in the same manner as if the grant funds were not available.
2. All grant funds will be used to **supplement** programs for the planning/implementation of school improvement activities. These funds work together to expand and **supplement** existing programs to widen, enhance, and further impact the effectiveness and desired outcomes of the program. Example: It is proposed in the grant to fund a Family Engagement Specialist (FES) who will build upon and expand family engagement activities that campuses already do to include: (1) Providing on-going early literacy coaching sessions in the Parent Center so parents (who often have younger children at home) can be empowered to help their children with early literacy learning activities. Middle school level reading ideas and strategies will be shared such as sharing a junior novel together at home such as "Sounder" by William Armstrong. Prereading questions and tips for improving comprehension include "how to ask questions to probe for increased understanding. Following the reading, the parent and their middle school child watch the movie together. (2) Provide workforce training sessions to meet the needs of a community dealing with poverty issues where one out of every three adults in the Dilley community do not have a high school diploma.
3. All POs will have the signature of the Superintendent, as well as the Principal, signifying that the PO has been reviewed and approved and that those requests are for activities that supplement the regular program and adhere to the goals of the grant.
4. Periodic reviews of POs will check for consistency and to correct any problems early in the planning stages.

**Monitoring School Improvement Plans:**

As we work with our TEA Matched Partner to implement our bold strategy for school improvement, our schools will be working with the team in writing school improvement plans. Our plans will be "living" documents that will need to be **reviewed periodically** in which we will use data, observations, feedback from teachers and administrators, etc. to determine Are we doing what we said we would do? If so, informal and formal data will inform our next steps.

For example, **walkthroughs** might reveal a middle school teacher utilizing a whole group approach for 45 minutes daily, even though our improvement plan stated we would utilize grouping to meet needs. Upon meeting with the teacher after school, and looking at **current data**, it was revealed that discipline has suffered when she puts them into groups, so she felt more comfortable keeping control of the class as she used to do. The teacher was reassured that we are a team, and this is our journey together. So, three things were going to happen. (1) A team member would co-teach for the next two days so that (2) the classroom teacher could view other grade-level teachers who uses coping models and peer conferencing during blended learning sessions on the same curriculum. This teacher was asked to take notes and then (3) come to the follow-up meeting with questions, concerns, and an open heart and mind. In our follow-up meeting, the other two teachers she observed were there as well as team members to support and "coach" our team member into success, building support systems for her along the way. After a few weeks, another walkthrough revealed a busy room full of partnerships working together while the teacher was conferencing with a small group on a common need. She looked, up and smiled. Now we make sure that each faculty meeting and each PLC we have a minute to share "Our Mental Moment" when it seems that there are just one or two students who are having issues working with others, or the pacing guide intimidates us as we are getting behind, etc. and we want to fall back into old ways. That is when we talk about operational flexibility and the need to meet the needs of our students so that the TEKS will have meaning rather than checking off a box on a pacing guide. Our work will be on-going, but the results will last a lifetime. Together we can plan for bold change, massage that change, support one another, and reap the benefits!

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Planning Team has met to look at potential partners. There were three potential partners identified: The University of Virginia, Region 20 Service Center, and the University of Texas at San Antonio. These are the steps followed and shared with the committee after each step was completed:

1. A search of each potential partner's experience in partnering with school transformation programs has been conducted. Each has a reputation for excellence in working with school for improvement.
2. The Superintendent of Dilley ISD worked with the Transformation Planning Team to send each of the contenders an email, explaining the purpose of the email and then inviting each one to share their ideas and thoughts on how they can be the partner that Dilley ISD needs to help Dilley ISD children meet or exceed the Dilley ISD Lone Star Governance Goals.

Here are the results so far as this is a work in progress:

Potential Partner:	Request for Information Sent/ Response:	Result/s	Status:
University of Virginia (UVA)	An immediate email was returned asking for a phone conference with stakeholders	Phone conference set up and conducted. More information sent Another phone conference set up	-UVA has experience in Texas and with single campuses in a district. UVA is willing and excited to work with Dilley ISD. -They are a potential partner proposed to work with Dilley ISD
ESC Region 20	An email has been sent	A follow-up phone call has been made	Still possible-request for phone conference has been sent.
UTSA (other colleges will also be sought)	An email has been sent	A follow-up phone call has been made	Still possible-request for phone conference has been sent.

**Rigorous Review Process:**

Each of the contenders will meet with the Transformation Planning Team to accomplish:

- 1) The expertise that will be available to assist our teachers, administration to meet, exceed the Dilley ISD Lone Star Governance Goals
- 2) The duration of the services and costs
- 3) The extent of the services
- 4) The ability of the entity to work cooperatively with the TEA Matched Partner, conform to the goals and purposes of the grant, provide clear, concise follow-up, next steps, etc. that accelerate students' academic outcomes.

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Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Planning Team will ensure that if awarded will follow all Statutory requirements to include the aligning of Federal, State, and local resources. The program proposes to design activities that support the goals of the grant and supplement the regular program during the planning and implementation phases in order to provide:

1. Targeted trainings to increase teacher strength and quality as evidenced by rising student scores.
2. Targeted trainings to increase the use/understanding of formative and summative data.
3. Targeted trainings to assist in the building of a positive climate and culture for lifelong learning.
4. Targeted trainings to assist teachers to identify and build upon effective strategies while brainstorming ideas to increase instructional time and accelerate student learning.
5. Quality Family Engagement learning opportunities will increase attendance, decrease absenteeism and assist families who need, for example: help to obtain employment, to complete their GED, achieve citizenship, or take ESL classes in order to obtain work or to help their children at home with their homework. If we do these things, we develop a strong network in the community that will lower the mobility rate of 20% and raise the level of community satisfaction.

Activities	Federal/State/Local	School Transformation Grant Funds the Following
Program Guidance	State & Local Funding	Project Coordinator
Classroom teaching	State & Local Funding	Instructional Coaches and other contracted entities. Education Aide
Parent Engagement	In-kind- uses existing school for Parent Center, Computer lab, etc. to carry out activities.	Pays for FES, supplies, any additional iPads, software licenses, etc.
School Transformation Partner	In-kind- uses existing facilities for training, observing, and planning with teams to carry out activities.	Pays for the services of the renowned TEA matched partner to assist Dilley ISD with the planning & implementation phases.

**NO funding is intended in this grant to supplant existing programs-  
All program funding SUPPLEMENTS and expands existing services**

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## Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dilley ISD Lone Star Governance Goals	Dilley ISD Talent Transformation Model	Modifying Practices/Policies for Operational Flexibility to Achieve Goals
<p><b>G1:</b> The percentage of students in grades K-3 who are reading on or above grade level on multiple measures will increase from 50% to 75% by the end of school year 2023.</p> <p><b>G2:</b> The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will increase from 30% to 60% by the end of school year 2023.</p> <p><b>G3:</b> The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 25% to 50% by the end of school year 2023.</p> <p><b>G4:</b> The percentage of students graduating from Dilley ISD who are considered college, career, or military ready will increase from 80% to 95% by the end of school year 2023</p>	<p>Provides on-going planning opportunities to explore and develop strategic staffing initiative across Dilley Elementary and Mary Harper Middle School that will result in student-centered, effective schools that will accelerate student and family learning to meet or exceed the Dilley ISD Governance Goals.</p> <p>Opportunities to be flexible in using the Teacher's Guide when planning in PLCs and to substitute approved activities that will have a deeper effect on student learning- including infusing STEM in a science guide that calls for students to make a rocket and predict how far it will fly. In this case, graph the trajectory, create a science team to test prototypes using various paper mediums, etc.</p>	<p>Dilley ISD proposes to develop an Innovation plan, if awarded, with our TEA Matched Partner that would allow full and effective implementation through the ability to modify, practices and policies such as:</p> <ul style="list-style-type: none"> <li>• Staffing evaluation</li> <li>• Curriculum- Tailoring curriculum to meet the needs of present and anticipated student populations</li> <li>• General Operations</li> </ul>

Proposed: District of Innovation	Dilley ISD Proposes to Modify Practices/Policies for Operational Flexibility
<p>Dilley creates an Innovation Plan that outlines TEC exemptions to certain requirements that could block a full and effective implementation of the Talent Transformation Model</p> <p>The <b>District of Innovation</b> plan has been approved by the Dilley ISD Board Of Trustees.</p>	<p><b>Staffing:</b> Dilley ISD proposes to hire a Family Engagement/Attendance Coach to assist families by forging strong connections and pathways to navigating the school and learning how to help their children at home as well as meeting their own educational needs such as GED/ESL classes and job attainment, while raising the attendance rate and lowering the mobility rate at Dilley ISD schools.</p> <p><b>Curriculum:</b> Dilley ISD proposes to use evidence-based programs that go beyond the Teacher's Edition to accentuate our students' kinesthetic, tactile, and visual needs to cement learning. We will use and modify blended learning, coaching models (to include coping models) as needed to positively impact achievement in reading and math.</p> <p><b>General Operations:</b> Schedules /school calendar may change if needed to meet needs of students. This includes looking at the challenges of a shorter fall term as compared to the longer spring term and how, through operational flexibility, creative planning for the school calendar can meet the needs of students. A calendar committee would address such issues and create an action plan based on data for further action.</p>

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Talent Transformation Model proposal, if funded includes plans to hire a Family Engagement Specialist (FES) who will actively engage parents during the implementation using **evidence-based strategies** that include:

1. A Parent Center at Dilley Elementary/ Mary Harper Middle school where **parents can take adult education classes such as GED/ESL**, workforce-related classes that prepare them for employment, fill out job applications, conduct online searches, take college entry tests, etc. and listen to guest speakers chosen by surveys of parent interests. Accelerating parent learning provides a powerful model to their own children.
2. On-going family Literacy sessions across the school year to equip parents with the skills to assist their children at home with the necessary skills to be proficient readers by third grade and ready for high school reading by 8<sup>th</sup> grade, etc. This is accomplished by supplementing the regular reading program at school through on-going sessions with digital books stories, games, and activities to help close the 30-million-word gap that exists between less affluent students and more affluent students (Hart & Risley, 2003). Without interventions that includes the family, progress is slow, and gaps keep growing. Renowned reading researcher Catherine Snow along with colleagues Gail Jorden and Michelle Porche found in their study, "The Effects of a Family Literacy Project on Kindergarten Students' Early Literacy Skills (2000), that the children "whose families engaged in at-school and at-home literacy activities made significantly greater gains in language scores as measured on subtests of vocabulary, story comprehension, and sequencing than comparison children". The greatest gains occurred for children whose scores at pretest were the lowest and their **family participation** in the program was the **highest**. The study not only suggests the untapped resource available at Dilley ISD but also reveals the potential that exists for schools to engage their parents in "meaningful" ways such as supporting their children's literacy development. Parents need ideas to assist their children as they enter Mary Harper Middle school and deal with adolescence issues as well as academic issues. This is a great time to talk about college readiness and preparing to meet entrance standards, learn what colleges in the area offer as well as larger schools such as UT Austin and Texas A&M University in College Station. In addition, parents appreciate getting information on scholarship opportunities and how to plan for the PSAT, SAT and ACT tests. They also need to understand the importance of community service hours when their children enter the high school as they plan for college, careers, or entrance into the military. Parents are our partners in school success and need to feel connected.
3. Digital platforms will be sought and utilized that provide stories, literacy games, and activities that parents can read to their children, or turn on the audio and listen together in Spanish/English. Quality parent engagement lessons will produce multiple opportunities for parents to truly become partners with the school in their child's literacy success while unleashing their own potential as the valuable partners they truly are. The Kellogg Foundation (2012) reports that 46% of American children start kindergarten lacking the basic language skills needed to learn to read while 61% of children entering school have no books at their homes. In fact, the National Institute for Early Literacy noted that shared reading activities are the single most important thing adults can do to promote literacy skills in young children. If their child is in the middle school- it is not too late! Reading novels together and discussing them together will build powerful skills while forging even deeper family bonds. In addition, Transformation Planning Proposal will engage parents in training sessions to teach them to utilize evidence-based strategies to accelerate their learning while raising achievement for their younger children using:
  - (1) **Clear lesson goals.** Parents will be able to articulate what the goal of each reading session at home will accomplish, i.e., "After we read today, you will be able to tell me three ways the pigs outsmarted the wolf". Or, "Before we read today, tell me what you think the story will be about by looking at the pictures".
  - (2) **Modeling:** Parents will learn to model for their children how reading sounds when you are excited, scared or asking a question. Fluency builds comprehension and engages the reader.
  - (3) **Questioning,** Parents will learn how to create a question to check for their child's understanding of a story.
  - (4) **Practice.** Parents will provide multiple opportunities for their children to read at home.
 These practices, including the use of blended learning in classrooms, peer conferencing, coping models, etc. will accelerate student learning and be reflected in both formal and informal, formative and summative data.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Implementation**☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign

1. The Talent Transformation Model requires needed time to stop, take stock, reflect, reevaluate, while utilizing the valuable assistance of our Matched TEA Partner to plan and restructure how we teach to improve programming, methodology, the school culture, instruction, and the family engagement program in measured steps across time. This means that there is time to plan- implement in phases, evaluate, adjust and do it all over again if needed until all the pieces fit and "flow" is achieved. The goal is that by the time we get to full implementation, we have all the moving parts in a concert of sorts, working in harmony and orchestrating the kind of student and family achievement only previously dreamed about. It also indicates that some needs are quicker fixes than others and can be implemented across time. It also indicates that milestones must be in place before critical success factors can help us gauge progress and identify areas in which we need further remediation.
2. Along with time to plan comes the opportunity to seek the voice of the community, to engage them at levels never before seen and to build their confidence and support in a system they feel part of, as well as appreciated, and served. Increased and enhanced parent engagement using evidence-driven techniques takes time to grow and employ well.
3. This model provides opportunities to see effective instruction in action. This gives teachers the feeling of conducting action research in their own classrooms and part of the bigger picture as evidence-driven techniques spread all throughout the school. These include fluid-grouping which allows the teacher to form groups based on needs and allows groups to change often as the needs change, empowering students to see themselves progressing. Through strategies such as student conferencing and goal-setting conferences, teachers will see growth that is both qualitative and quantitative and improving what they dearly love: teaching and learning.
4. The model also allows the staff to quickly pull an activity back if it is not achieving the desired results or to have a fellow teacher come and observe and give their feedback on ways to reinvent the activity or simply complete some quick fixes. This will allow teachers to grow in collegiality which is the result of sharing craft knowledge often while growing closer as a team, developing relationships for learning, shared values as well as work ethics and a deeper sense of "self-worth as a teacher".

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Amendment # (for amendments only):

**TEA Program Requirement 1b:** Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dilley ISD's Vision for Improving Mary Harper Middle School begins with a vision that one day, all students, teachers, administration and families will be thriving in a climate and culture of learning that meets/or exceeds state standards on all state measures. Our students will earn distinctions and graduate ready for high quality postsecondary experiences. Our teachers will continue to learn and grow across the years melding as an effective, caring team of professionals dedicated to delivering their "personal best" each and every day. To get there, we want to employ the following:

**Strategy:** Increase teacher effectiveness through work with a TEA Approved Matched Partner for targeted trainings to improve and grow our strengths by using, for example: formative, summative, formal and informal data to build solid Professional Learning Communities (PLCs) that plan for the use of evidence driven interventions in the classrooms such as cross-age tutoring, blended learning, coping models, student conferencing and highly effective, on-going family engagement activities that result in improved student achievement in all subjects, especially reading and math. Opportunities for teachers include (1) seeing these evidence-based strategies in action in the "model" classroom and then, (2) discussing and internalizing the salient points, and then planning in PLCs to implement effective strategies in (3) each other's room as this model expands and a network of success is born through observations, book discussions, gathering of data to support program growth, and effective exchange of ideas that lead to improvement in reading and math outcomes for students and their families.

Dilley ISD will learn from the expertise of our TEA Matched Partner and any external partners, experienced in school transformation initiatives, to accomplish the goal by:

- (1) Increasing teacher strength, effectiveness and quality so that Dilley Elementary students enter middle and high school proficient in reading and math and ultimately results in higher rated schools with graduates who complete their first year of college without needing remediation.
- (2) Targeting trainings that increase effective instruction for teachers while increasing effective leadership thus increasing the talent quotient at Dilley ISD- a recipe for impacting each teacher's impact on student success.
- (3) Targeted trainings so that teachers **grow their talents together** while solidifying their **unity** as a team.
- (4) Our vision for improving campuses includes **the time and dedication** it takes to grow a culture and climate that embraces transformational learning to be positive and student- parent-community-friendly and where high-quality instruction is a daily occurrence to an informed, talented and devoted group of teachers and administrators.

How we will make this vision clear include the following:

1. Presentations in the Parent Center, local churches, at Dilley ISD Board meetings, etc.
2. Information placed on the district website with Parent-friendly notices of the upcoming trainings on the district splash page in both English and Spanish. This is a celebration we should communicate!
3. Local newspaper articles, including a monthly or bi-monthly article by Superintendent Dr. McLain covering the goals, progress, etc. at the middle school as well as the upcoming addition of the Pre-K 3 program at the elementary.
4. Mail-out to homes in the community
5. Press Conference at Dilley City Hall with grant details, etc.
6. Formal Board Presentation with grant plan and presentation by the proposed partner.
7. Open House prior to school starting to hear grant plans and meet the TEA Matched Partner.

**DILLEY ISD LONESTAR GOVERNANCE GOALS**

**G1:** The percentage of students in grades K-3 who are reading on or above grade level on multiple measures will increase from 50% to 75% by the end of school year 2023.

**G2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will increase from 30% to 60% by the end of school year 2023.

**G3:** The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 25% to 50% by the end of school year 2023.

**G4:** The percentage of students graduating from Dilley ISD who are considered college, career, or military ready will increase from 80% to 95% by the end of school year 2023

**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



## Schedule #17—Responses to TEA Program Requirements

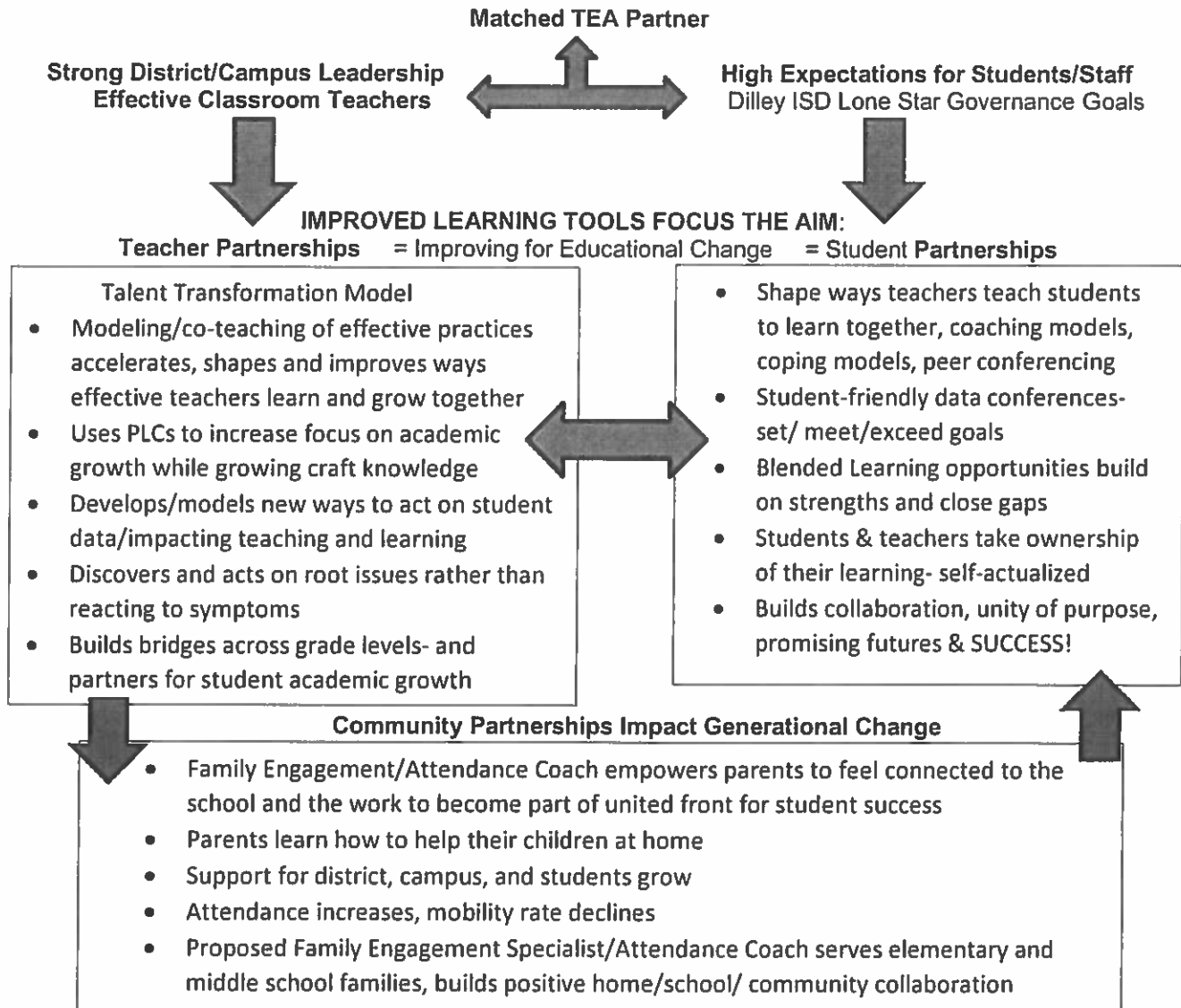
County-district number or vendor ID: 082902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**2018-2020 Transformation Implementation Grant- Theory of Action****Strong Effective Leadership + Effective Teachers + High Expectations for Students and Staff =**

(1) A Talent Transformation Implementation in action through model teaching, discussions, feedback, and practices that accelerate teaching & learning across grade levels while (2) Building strong home/school/community partnerships to foster connections and build support systems, and (3) Forms model middle school literacy programs to build strong reading and math achievement preparing students to enter high school, college and career levels as lifelong learners.



**Dilley ISD Learning Partnerships = Actively Building a Theory of Action = Improving Teaching & Learning**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District/ Community Stakeholders (Meetings and Trainings)	Engagement in Talent Transformation Strategy (Meetings and Trainings)	Description of Stakeholders
<p>Dilley ISD Board of Trustees</p> <p>Aida Chapa, Board President Kay Smith, Board Vice president Juanita Alvarez, Board Secretary Rene Alvarez, Board Member Gracy Silva, Board Member Frank Torres, Board Member JD Rodriguez, Board Member</p> <p>Monthly Dilley ISD Board meetings Special called meetings Visits to campuses Board trainings</p>	<p>Dilley ISD Board of Trustees has actively discussed and researched the talent Transformation Model.</p> <p>The Board approved the Transformation Talent Model as the best fit for Dilley ISD as it also supports the Dilley ISD Lone Star Governance Goals.</p> <p>At the May 2018 Board meeting, the Board approved the plan/process that has been undertaken to become a District of Innovation, providing much promise as we work with the Talent Transformation Model. In addition, the District of innovation will offer Operational Flexibilities that will help the district adjust, for example, the school calendar to meet the needs of our students for maximum student achievement and success.</p>	<p>All of the Dilley ISD Board members live in the community. They have a vested interest in the growth and the development of the educational programs in Dilley ISD and have been very supportive of the Talent Transformation Model because they know that this route to improved results will help students achieve and teachers to continue to hone their craft and grow together in service to education.</p>
<p>DWEIC- District-wide Education Improvement Committee</p> <p>Administrators, teachers, parents, community members, elected officials, business owners.</p>	<p>Meets monthly to discuss pathways to improve instruction as well as program changes, additions, etc. This group worked with the District of Innovation planning process which was approved by the Dilley ISD Board.</p>	<p>Many members of this team live in the community and know the struggles as well as the successes. Their input is valuable to forging change and growth.</p>
<p>Dilley ISD Administration Team</p> <p>Superintendent District Administrative Facilitator Dilley Elementary Principal Mary Harper Middle School Principal, Dilley High School Principal</p>	<p>This team has "boots on the ground" and has been involved in District Improvement Committee, trained in TAIS process, and studied various school improvement models. All support the Talent Transformation Model strategy and the efforts to improve teaching and learning for our students. All have extensive experience and determination to assist in this effort to improve.</p>	<p>Many of these members also live in the Dilley ISD community. Those who commute do so faithfully and are vested in Dilley ISD children and the community.</p>

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 082902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management/ Support of School Transformation Strategy	Offices Overseeing Transformation Strategy Implementation	Qualifications
<p>The Dilley ISD Transformation Talent Model will be job #1 as a district-wide initiative for school improvement. Dilley ISD looks forward to working closely with the TEA Matched Partner and recognizes that district buy-in is crucial to this project's success and ultimately- our students' success.</p> <p>The program will be managed by the improvement team under the leadership of the Project Coordinator who will work in direct coordination and support with the Superintendent, and supported by the TEA Matched Partner, the Dilley Board of Trustees, the Administrative Facilitator, principals, grade level lead teachers, aides, community members and stakeholders.</p>	<p>Dilley ISD Superintendent</p> <p>Project Coordinator</p> <p>Administrative Facilitator</p> <p>Principals</p> <p>Additionally, the Family Engagement Specialist/Attendance Coach will support the transformation strategy by bringing effective teaching strategies to parents as he/she works with them with on-going sessions to improve reading and math skills with their children at home. For us, this transformation model will not only change the way we teach, but the way we reach families and impact their opportunities to be their child's first teacher in the home. This bonds us as ONE TEAM- united for student and community success.</p>	<p>Superintendent- Doctor of Education</p> <p>Project Coordinator- Master's degree in Curriculum &amp; Instruction preferred, Teaching and leading experience, experience working with poverty and a highly mobile population. A Reading/Math Specialist certification preferred, plus a deep and abiding understanding of what transformational learning entails and its lasting benefits in education.</p> <p>Administrative Facilitator- Degreed in education, experienced teacher</p> <p>Principals</p>

The Dilley ISD Business Office will support the Transformation plan through the careful utilization of grant funds that will supplement programs in place by enhancing what we do on a daily basis as teachers and leaders who recognize the need to bring about deep and lasting change in the way we think, plan, deliver, evaluate, and improve our day to day instruction. The future of success awaits us.

As we close this grant application, know that this has been a "work of heart". Robert F. Kennedy said, ***"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice- he sends forth a tiny ripple of hope and crossing each other from a million centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."***

May the continued work at Dilley ISD be so blessed.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**No Barriers****For TEA Use Only**

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By TEA staff person:

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b> <b>Note: This section is a repeat of page 35</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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